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ABSTRACT

Part 2 of a 6-part series of pamphlets deals with anecdotes of a vocational agriculture teacher's experiences in a Future Farmer program. Designed for use in pre-service and in-service vocational agriculture teacher education, the five stories are aimed primarily at discussing common problems in this area. The stories are concerned with the conduct of FFA projects, the financial administration of FFA money, and methods to provide desirable training. Each anecdote is followed by questions and activities for discussion. (JB)

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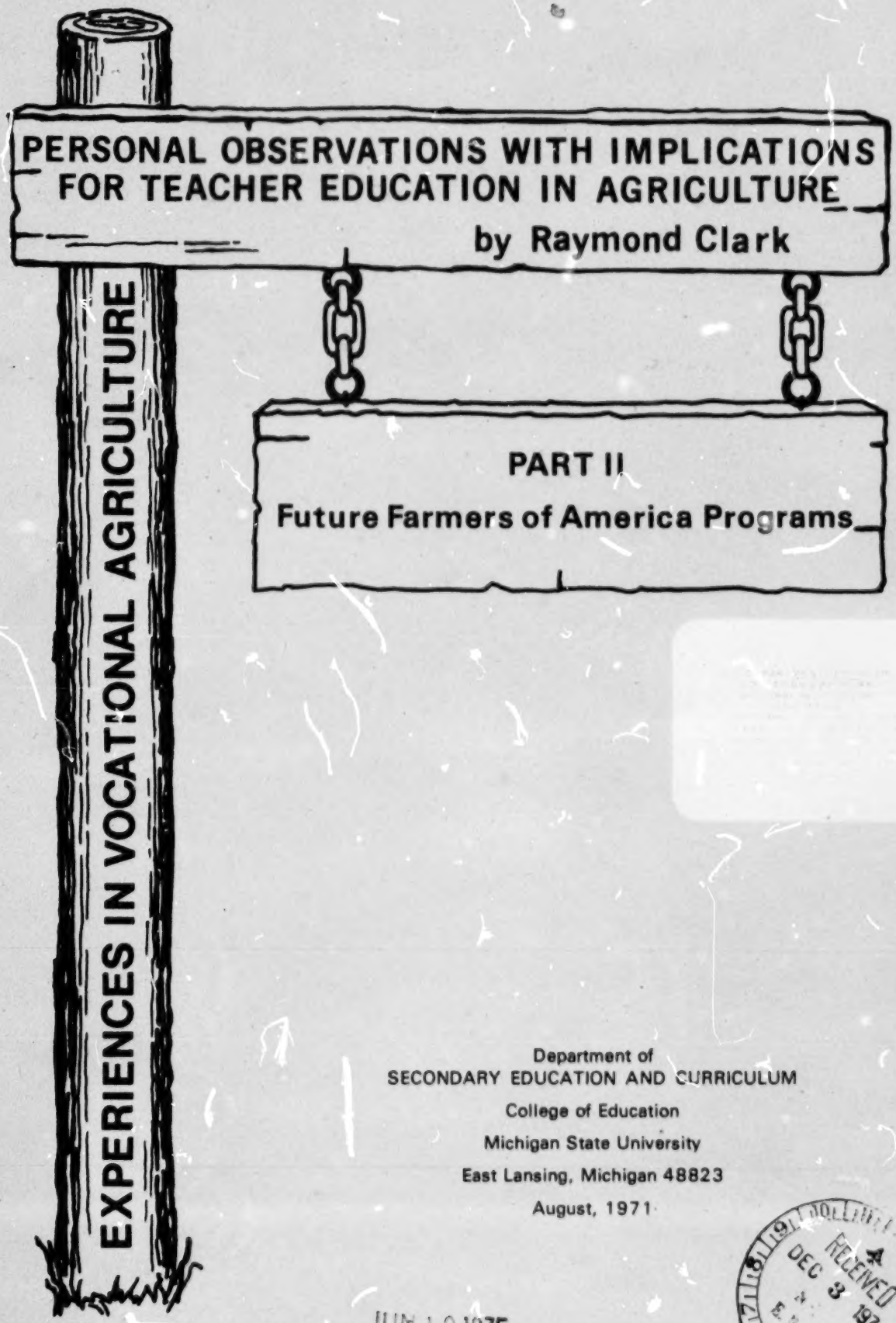

PERSONAL OBSERVATIONS WITH IMPLICATIONS FOR TEACHER EDUCATION IN AGRICULTURE

by Raymond Clark

PART II

Future Farmers of America Programs

Department of
SECONDARY EDUCATION AND CURRICULUM
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August, 1971

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EXPERIENCES IN VOCATIONAL AGRICULTURAL EDUCATION

Part II
Future Farmer Program

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September 1971

Foreword

This is one of a series of pamphlets dealing with several aspects of the program of vocational agriculture. Each pamphlet consists of a series of events and happenings as they actually occured. Each is a true story, and it describes an actual experience which I have had during the past forty-five years in the vocational agriculture field. Many of the experiences described here are those which I had while I was a teacher of vocational agriculture. Others describe experiences as a teacher-educator or as a state supervisor of vocational education in agriculture.

These stories of events and happenings may be used by many different persons. (1) By students to discover the nature of some of the work of the teacher of vocational agriculture. Some who read these stories may become more determined to enter the profession. Others may decide to find other fields of work. (2) By student teachers who may read these stories as they find themselves confronted with similar experiences or problems. We may be able to share experiences through the medium of these pages. Some ideas may be found to help smooth out rough spots for student teachers. I hope they will be able to discover other solutions to problems and other methods which will be of value to them. (3) By my colleagues in vocational agriculture. They may find a few new suggestions; they are likely to discover that we have had similar problems; and, I feel certain that they will be in a position to say, "That reminds me of an experience I had _ _ _ _ _."

In presenting this series of anecdotes, it is recognized that they reflect the objectives of "establishment in farming," and "developing agricultural leadership" which were accepted at the time they were written. Teachers in service and those who are preparing for teaching may ask themselves, "How would I meet similar situations today?" What new or different solutions would I need to use to meet similar situations with students preparing for careers in farming and/or agricultural business?

While any division of the series of anecdotes results in some overlapping, for the convenience of readers, the anecdotes have been assembled into pamphlets under the following titles:

1. Teaching High School Students
2. Future Farmers Programs
3. Post-High School Farmer Training Programs
   A. Young-Farmer Programs
   B. Adult-Farmer Programs
4. Problems of Relationship
5. Program Planning
6. Student Teachers

Students preparing to teach vocational agriculture will find in these anecdotes examples of many typical problems faced by teachers of agriculture. It is hoped that these problems will help students visualize real situations as they work through the professional education courses required for certification, and as they consider the subject matter of technical agriculture in relation to planning and conducting instructional programs in local schools.

Teachers in-service, who may read these stories, will say, "Let me tell you about a similar experience I had _ _ _ _ _," and "I would have done it differently. I would _ _ _ _ _." In groups of experienced teachers this could lead to spirited discussion and demonstration to emphasize an aspect of method, or application of principle.

Among either pre-service of in-service groups of teachers it is hoped that these experiences and happenings will stimulate teachers to study methods and principles in a realistic and constructive manner.

Raymond M. Clark, Professor Emeritus
Department of Secondary Education and Curriculum
July 1971

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FUTURE FARMER PROGRAM

This series of anecdotes deals primarily with the Future Farmer program. For those who view a youth organization as a vehicle for training of its members, the ideas and problems suggested here will be applicable to any youth organization of high school students. The projects of the organization will vary with interests and program, but the techniques of organization, motivation and leadership will be essentially identical. Certainly the problem of handling finances will still exist and will need to be handled.

The Future Farmer Program is a vital part of the program of vocational agriculture. The name and some of the purposes of the organization may be changed to encompass activities related to agricultural business as well as farming. However, a youth organization of vocational agricultural students should remain a vital part of the vocational education program.

This series of stories was prepared primarily for use of pre-service teachers of vocational agriculture. It contains little in the way of planning programs of work or organizing and conducting specific FFA projects. Discussion on these and similar problems may be found in many other publications. Included here, on the other hand, are stories of some of the problems faced by advisers in the conduct of FFA projects and some of the methods used by teachers to provide desirable training, without allowing the activity to get out of hand or loom too large in relation to other aspects of the vocational agriculture and Future Farmer Program.

As you read these anecdotes, I suggest that you ask yourself such questions as the following:

1. How do the activities suggested in these anecdotes contribute to the purposes of the organization.

2. (In the case of the anecdotes on financing and accounting) Did the teacher use the best possible methods for teaching appropriate accounting procedures?

3. What activities can you suggest for the FFA program, at the local or state level which would merit the needs and/or interests of a segment of FFA members, which are not now being met?

FUTURE FARMER PROGRAMS

I DROP IN ON A FUTURE FARMER
CHAPTER MEETING

One day, while traveling as a supervisor of vocational agriculture education, I drove into a village where I had not planned to stop. However, I was ahead of schedule, so I decided to break the usual policy of notifying the superintendent prior to a visit and to stop to see what was happening.

I had some good reasons for stopping. The teacher of vocational agriculture was one of those rare individuals with energy, ideas, and ability to transmit enthusaism to those around him. His Future Farmer boys had won the state parliamentary procedure contest for two or three years in succession. They had been high in other contests of the Future Farmers. There had been a continuous parade of State and American farmers from the chapter.

I had visited the school on previous occasions and had asked many questions of the teacher such as, "What were your objectives in encouraging your students to buy this carload of feeder steers? Why did you let your F.F.A. boys rent that land to plant wheat? What do you expect as outcomes of this program of raising sows and their litters as a group project? Couldn't these boys go further if they put all their energies into farming programs at home instead of being involved in these group projects?" You see, I wanted to find out if this teacher, who had so many radical ideas, had thought through his program and really knew where he was going.

To my questions, I always received direct and concise answers such as; "I want to give these boys experiences which would be impossible for them to get at home, such as how to finance the purchase and feeding of a carload of steers. We can demonstrate practices in the fertilization of wheat and in the feeding of swine that I would never be able to get adopted at home without the demonstration. I want to help these boys grow up with the kinds of abilities they need as top-notch farmers and

business men in their generation."

I had never doubted that this teacher knew what he was doing, so I was interested in dropping in unannounced, to see what might be going on this time. I went into the building, and as usual, went to the superintendent's office. We were well acquainted and he met me at the door with a handshake and a welcome. Then he hastened to say, "There's an F.F.A. meeting going on in the Agriculture room. You'd better go down and see it and I'll see you later."

I walked into a room full of boys. There were approximately 75 boys in a room suitable for about twenty. They had filled every chair. They were seated on tables placed against the walls and they were standing in the corners. I couldn't see the teacher, but I found out later that he was standing in one of the corners along with the boys.

For many teachers the very physical conditions would have created an impossible situation in which to work. The boys would have lost interest in the business of the F.F.A. and discipline problems would have become the major issue of the day.

None of these problems existed here. I have never seen a meeting conducted more efficiently, nor with greater cooperation from the members. The parliamentary procedure was very nearly perfect. Once the boys got stuck on a parliamentary point and called on the teacher to explain. That's when I discovered that he was present.

During the meeting the boys voted to send their loan committee to the bank to repay a note which they owed for feed used to feed their last lot of pigs. They received a report of their committee on the steer feeding project together with their budget for finishing the steers ready for market. The cost was estimated and they instructed their loan committee to negotiate another loan at the bank. Several other items were disposed of before the meeting was adjourned. It should be clear that real business was going on.

After the boys had left and the usual greetings were over, I asked,

"_____, how do you train your parliamentary teams? I notice you win nearly every year.

The answer was, "Oh, I don't have time to train a team. We just pick out a team from our chapter to represent us. We might send an entirely different group of boys to the regional contest than the group we send to the district, and a still different group to the state contest if we should win in the regional.* We could pick six or seven different teams out of that group of chapter members to represent us in a contest and we wouldn't be ashamed of any one of them"

"Well, do all your meetings click like this one did?"

"Sure, that's where the boys learn parliamentary procedure. Enough happens here so that they learn to think on their feet. They seldom get stumped and when they do, they find out how to handle the situation right there. That's how they are able to handle the problems which are given them in the contests."

"You believe then that we shouldn't spend a lot of time coaching teams for the Future Farmer contests?"

"I believe everyone needs the training and that the team is merely an outgrowth of the program you have in the department."

"Would you apply the same idea to our other contests, like livestock judging or public speaking?"

"I sure would! I believe we can do a better job if we go ahead and do a real job of teaching boys and then pick some of them to represent us in the contests. That way everyone gets a square deal and no one gets short changed in instruction."

* * * *

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* Rules of the state contest in Michigan allow different members of a team for district, regional and state contests.

1. Do you agree with this teacher?

2. Can you justify taking time out of instruction to prepare Future Farmer members for contests? If your answer is, Yes, under what conditions do you believe the practice is justifiable?

MY FUTURE FARMER CHAPTER
GETS A NEW LEASE ON LIFE

I suppose every teacher who has had several years of experience has had a feeling that at times his program is near a peak and at other times that it is pretty well down. Sometimes the students seem to be interested and enthusiastic. They tackle every new project with enthusiasm and vigor; there is no challenge they won't accept; nothing can stop them. At other times they seem disinterested. They lack enthusiasm and the teacher frets and stews trying to find something to get them started again. We learn through experiences. When we refuse to accept opportunities for new experiences there is little opportunity for new learning.

My Future Farmer members went into a slump one summer. I still don't know why. Probably it was something I had done, or failed to do, as their advisor. I was concerned with the problem of how to get them out of the slump and started again on the road to new experiences of value to them. There was nothing wrong with the boys. They were intelligent farm boys, but they simply lacked any incentive for carrying out a challenging program of work.

I gave the problem a great deal of thought. I suggested activities to the boys and they were indifferent to my suggestions. I asked them for their suggestions and they had none. I knew I needed to find some activity which they would undertake and in which they would be successful. I felt that if they could be successful in one activity, they would go ahead with other more important activities.

It seemed to me that I was up against a stone wall. Nothing seemed to strike a spark of interest. Finally I went over to see one of my good friends who was teaching vocational agriculture in a neighboring town. I knew his chapter was enjoying a period of peak activity and accomplishment. I thought he might help me out. We discussed my problem, and finally I said, "If we should get an invitation to come over and initiate your Green Hands, maybe that would start us off, but

you would have to avoid letting anyone know that I suggested it."

He said, "I'll take care of that."

I went home and in a week or so my Future Farmer secretary came in one morning with a letter which he showed me. It was a letter from the secretary of the neighboring chapter inviting us over to initiate their Green Hands. My secretary said, "What'll we do?"

I said, "I don't know, but we couldn't go over there and not know our parts in the ritual, could we?"

The neighboring school was a traditional rival in athletics and other school contests, so my secretary said, "No, and we can't turn them down either. They would think we didn't know how to put on that initiation."

We agreed that we would get the members together and decide what to do. We had the meeting and instructed the secretary to write a note accepting the invitation for the next week.

The week following was one of unprecedented activity. The officers had to "learn their parts," get the paraphernalia together and fixed up. They practiced at every opportunity. Pairs of boys would come into the room during the noon hour and help each other. The day before our date one of the boys became ill and they had to find a substitute. They found a boy and coached him nearly all day, but they made it.

We made a creditable showing and my friend, the neighboring teacher, praised my boys enthusiastically. On the way home I too praised the work they had done. I wanted this seed to germinate so we could avoid another slump.

The next day the boys reported their success to the members and we began to plan what to do next. We decided that we needed to develop an officer training program so that new officers would not have to start with no experience each year. The officers and I had discussed this problem earlier and they proposed to the boys that we might develop a "degree" team of underclassmen. They explained reasons and asked the

members what they thought about the idea. The boys agreed that the idea might work and decided to try it.

At their next meeting, they elected a degree team. In reality these degree team members became a second group of officers. They demonstrated the Future Farmer ritual at Grange meetings, at Service Clubs, at meetings of other chapters in the area and at high school assemblies. Each year a new team was elected and the former degree team members who had made good were elected as officers of the chapter.

"Nothing succeeds like success," and this movement in my chapter was no exception. The chapter went ahead with increased vigor and with a broader vision of the activities they could undertake for the development of their members and the improvement of their chapter.

* * * *

1. Can you list mistakes I may have made which caused my chapter to go into a slump?

2. What means of officer training can you describe in addition to the idea of the degree team described above?

3. What means could be used in chapters with large memberships to provide training in leadership to a large proportion of the members?

THE TEACHER WHO REFUSED TO USE THE INTERNAL ACCOUNTING SYSTEM FOR THE F.F.A. FUNDS

"How do you recommend that F.F.A. money be handled?" was a question asked of me by a superintendent one morning soon after I arrived to visit his teacher of vocational agriculture.

"Why, through your internal accounting system, if you have one," I replied.

"Oh we have one alright, but our agriculture teacher has so far refused to allow the F.F.A. money to be deposited in the account." Then he continued, "He's a good man and I wouldn't want to cause any trouble, but I don't understand his attitude."

"I don't understand either. How does your system work anyway?" I asked.

"It's a standard system," he replied. "The money is deposited and the student treasurer gets a receipt and makes the entries in his book. Then we deposit the money in the bank. We keep a separate record for each school organization. Withdrawals are made on the basis of an order signed by the teacher and the treasurer. That way the students get the same experience they would if they deposited the money directly in the bank."

"Yes," I replied, "And the system relieves the teacher and the student treasurer of a lot of responsibility. It would be pretty hard for anyone to accuse them of misuse of funds when they are handled through that kind of a system. Do you have any idea as to why he refuses? Does he cooperate in other matters?"

"Oh, sure, he's one of the best teachers we have and he's one-hundred per cent cooperative in every respect except this one thing. I wouldn't care, except that I'm afraid someone may accuse him of something and I won't be able to defend him. He said once that he needed to have the

money available on a moments notice, but that is just an excuse. My office girl is here all the time, even in the summer and she can write the checks. Besides, they can always draw out a check for a cash deal if they want to buy supplies, or feeder steers, or seeds for the farming programs."

"I wonder if he is afraid that you would stop him from doing some of those things such as buying that carload of feeder calves for the boys, if he had to withdraw the money from the school account?" I asked.

"No, I don't think it's that," replied the superintendent. "He talks over most of those projects anyway. So far I've given him free reign and I don't want to discourage him in any way, but I don't know how to handle this situation. You know that when hundreds of dollars are handled they need to have a pretty sound system of records or they will have trouble with their accounts, and that means reputations are hurt."

"I know that," I replied. "I've seen just that sort of thing happen to other agriculture teachers. Besides the F.F.A. is a school organization and ought to be responsible to the school regulations just as is any other school organization. I'll go on to the agriculture room and before I leave, I'll have a talk with the teacher and see if I can help out."

"OK", said the superintendent, "But remember he's tops as a teacher and I don't want the program to suffer."

I went down the corridor and entered the vocational agriculture room. There were many evidences of an excellent program of vocational agriculture in the room. The students were alert and working at problems which obviously concerned them.

When time came in the schedule so that I could visit with the teacher, I complemented him on the evidences of progress which I could see. I asked, "What kinds of things are being done by the F.F.A.?"

"Oh, we're trying to help these boys improve their farming programs as rapidly as they can. We have bought quite a lot of certified seed

this year. We've bought some pure-bred dairy calves for the boys and we bought a carload of feeder calves for some of the boys. We sold most of the stuff to the individual members and some we kept for the chapter," was the reply.

"You mean the chapter has some land where they're growing crops and where they have some steers?" I asked.

"Yes, we have about twenty acres with a barn on it, that we rent."

"How do you keep the records?" I asked.

"Oh, we pay our bills as we go along. We handled about $5,000 last year and will handle a lot more this year," he replied.

"That's a lot of money to handle," I replied. "It must take quite a lot of bookkeeping to keep all the accounts accurate and up to date. Who handles that work for you?"

"We've got a good F.F.A. treasurer and he keeps the books this year," he said.

"You handle your accounts through the school accounting system, don't you?" I asked.

"No," he replied, "That's too slow. I'd rather pay cash for what we buy and be done with it. It's easier that way."

"What would you do if someone came up tonight and asked for a strict accounting?" I asked.

"Oh, that won't happen," he replied.

"Well, it might. Could you prove that your bills are all paid?"

"No, I guess I couldn't," was his halting reply.

"Could you show an invoice for every payment recorded in the treasurers book and a canceled check or a receipt for every bill you have paid?" I asked.

"No, I certainly couldn't do that," he replied.

"Then someone could accuse either you or your treasurer of pocketing some of that $5,000. Is that right?" I asked.

"Gee, I guess you're right. The superintendent was talking about

that the other day. I thought he was 'nuts' then, but now I see what he was driving at. I'll see him tomorrow and get this business straightened out just as soon as I can. I'd sure hate to have anything happen to our treasurer and I don't want to get in a mess myself."

* * * *

1. What are the minimum essentials a teacher of vocational agriculture would need to safe guard F.F.A. finances, so far as records are concerned?

2. What opportunities for teaching students of vocational agriculture do you see in the financial aspects of projects described above?

3. Should this teacher have dropped the projects to avoid the problem of keeping financial records?

TRAINING F.F.A. BOYS FOR CONTESTS

"It takes too much time out of class work," is the complaint of many teachers of vocational agriculture when the subject of contests is brought into the discussion. This has been a common complaint for many years and I thought I would like to talk with a few teachers who had been entering contests for a number of years to see if I could discover any differences in their proceedures. I would like to tell you about two of these interviews.

The first teacher had been consistently successful in F.F.A. contests for many years. He had had winning public speaking contestants, winning parliamentary procedure contest teams, and demonstration teams, as well as livestock judging teams in the state contests. When his teams were not state winners one could expect them to be near the top.

I asked this teacher, "Bill, how do you go about training your teams for the contests?"

Bill replied, "Well, along about the first of December, I have the boys in all my classes choose which contest they want to enter. They choose one, either public speaking, parliamentary proceedure, or demonstration. The livestock judging contests are handled the same way only we work on them later in the year."

"You mean they choose one out of the three to prepare for. Do they stay with that one?" I interrupted.

"Yes," replied Bill, "They choose and then they stay with it until the eliminations in February. If they win there they keep on working until the state contest in March."

"Let's see, that's three to four months devoted to these three contests for all your students every year. Is that right?" I asked.

"Yes, that's right," replied Bill. "It's a lot of time, but I fig

ure the state wants us to work on them, or they wouldn't have the contests. Of course the boys do learn some agriculture in preparing their material."

"But it's not necessarily related to their farming programs or to their occupational objectives?" I asked.

"No, it's more likely not related," said Bill.

"Well, go ahead, how do you organize the classes?" I asked.

"We divide up into groups in the classes and everybody works on one of these contests the whole time. Each boy, or each team gathers it's own materials and they prepare their own speeches. We give them time to practice in their group and also in the whole class."

"Then finally do you choose one group to represent the chapter in the elimination contest?" I asked.

"Yes, we run our own elimination contest in the chapter meetings during the school day." replied Bill.

"But what about your agriculture work in the mean time?" I asked. "What do you do about farming programs and the work you have outlined to cover?"

"We just don't cover it," replied Bill. "Of course as I said a minute ago, the boys learn something by reading the stuff they bring in for the contests, but our objective is to win contests and we do a pretty good job of it."

* * * *

The second teacher was a younger man. His F.F.A. had been successful in winning a state demonstration contest, but they did not have a history of consistently high winnings over many years.

I asked, "Dick, how do you train your boys for the contests in F.F.A.?"

Dick grinned and said, "Well you'd think I didn't train them, judging by the number of times we get eliminated. We decide while we are studying a unit whether the subject lends itself to a demonstration or a speech. The parliamentary procedure, we leave to the chapter meetings. Our boys practice parliamentary procedure in their meetings so they can select a team most any time. They practice some outside of class and outside the meetings and we enter them in the contest. They haven't won yet, but we learn a lot and the boys like it."

"What about the speeches and demonstration contests that you mentioned? Do you select a few students and give them special coaching?" I asked.

"No," said Dick. "I don't have time, and I don't think it's a good idea anyway. I'll tell you how we did that demonstration contest we just won. That'll give you an idea as to how we do any of our demonstration or speech contests."

"Go ahead," I said.

Dick stated, "The demonstration was on farm safety. We had been studying farm safety in one of my classes and they had been making some surveys of safety factors around their farms. One day one of the boys said, 'Why don't we put some of these things together and make a demonstration out of it for the contest that's coming up in about two weeks?'"

"Did you do it?" I asked.

"Yes," said Dick. "That started them off. I went to the blackboard and the boys made a list of materials we would need. Then they appointed a committee to build the set in the shop. Another group was to prepare the charts and another was to write the script. We had some other committees, but that's the general idea."

"In other words, they all worked on one demonstration, is that

right?" I asked.

"Yes, and they sure worked," said Bill. "When it was all ready they voted on two members to do the talking, but almost any pair could have done it satisfactorily."

"And the demonstration was part of a regular unit of work?" I asked next.

"Yes," replied Dick. "I don't believe in interrupting a regular program just to enter a contest. If the contest can motivate learning it's okay, but otherwise I don't use it."

"How about public speaking?" I asked.

"It's the same thing," said Dick. "Sometimes the boys agree that here's a subject on which they can prepare a speech. Then we can develop speeches in a class and maybe discover a good speaker for the contest. In the mean-time everyone has had the experience of working out a speech on the subject he has been studying in class."

* * * *

1. Which teacher was most nearly right in the way he used contests?

2. Can you justify contests as they were used by either teacher?

3. There are evident weaknesses in each teacher's program in relation to contests. Can you identify any of these?

A TEACHER WHO FAILED TO KEEP ACCURATE F.F.A. ACCOUNTS

"What are the major activities of your F.F.A. chapter?" I once asked a teacher of vocational agriculture as I was visiting in his department. At the time I was serving as a state supervisor of vocational agriculture and was making one of my regular visits to the department in a local school.

"Oh, we have the usual kind of activities," he replied. "Nothing new or spectacular, but we keep the boys pretty busy at that."

"What kind of things do you do?" I asked again.

"We start out in the fall with a school fair. Then during the winter we try to have a banquet for the F.F.A. members and their parents. Then we take a trip down to the college for the state convention and again in June for the judging contests," he replied.

"That's a good list," I answered. "How do you finance your trips and banquets?"

"We have a few money making activities. For one thing we are in an area where it is advisable to grow trees on some of the land. The F.F.A. own's a small forest and we've been harvesting Christmas trees each year for the past five or six years. Of course we replant each spring so we can maintain or increase our forest. This gives us some money to go on. Then you know, we get some money through your office for our fair and for our delegates to the state convention."

"Yes, I know about the state money for F.F.A. chapters," I replied. "By the way, what system of accounting do you use for your F.F.A. money?" was my next question.

"Oh, we have an F.F.A. treasurer and he keeps the record," was his reply.

"You mean you don't have a school accounting system for activities of school organizations?" I asked.

"No, we don't," was his reply.

"Well!" I exclaimed, "that puts quite a responsibility on you and your treasurer, doesn't it? Tell me, how do you pay your bills?"

The teacher replied, "Whenever we collect some money, I just go down and pay the bills in cash, out of the money we have taken in."

"Do you get a receipt?" I asked.

"No," replied the teacher, "not as a rule. I just pay cash and turn in what's left to the treasurer."

"What record does he keep?" was my next question.

"He just records the amount of cash I give him," replied the teacher.

"Then, if I understand you correctly, there is no record of the total amount of receipts or of the expenses. Is that right?" I asked.

"Yes, it's simpler that way," was the teacher's answer.

"Suppose someone should accuse you of mixing your own and the F.F.A. money. According to what you have said, you couldn't prove you hadn't." I said.

"Oh, well, nobody will," the teacher replied, "and I know I'm honest."

"I'm not questioning your honesty," I replied, "I'd be perfectly willing to trust you, but I worry about your putting yourself in a position where you can't prove yourself honest to everyone. You ought to have an itemized invoice for every item purchased by the F.F.A. Then you should have a canceled check or a receipt which would show specifically what has been paid. For your income you should have a record of the amount received, it's source, and the nature of the receipt. If

you issued a receipt, you should have a duplicate for your record."

"Oh, I know," replied the teacher, "but that's too much bother. We don't need to do that here in this community."

Two or three years passed and the teacher decided to move to another school in a new community. He was not under pressure to move, but felt the change would improve his own situation and offer greater advantages to his family.

Shortly after settling in the new community, the superintendent from the former school wrote the teacher demanding an accounting of the F.F.A. funds. The student treasurer had reported that the funds collected by the teacher for banquet tickets, and for the sale of Christmas trees had not been turned in, and the bills were unpaid.

Of course the teacher denied the accusation that he had run away with F.F.A. money, but he had no records and no proof. The Board of Education sued the teacher for the money they believed had not been turned in by the teacher and the court ruled that the teacher must pay.

* * * *

1. Outline a system of record keeping which would have protected the teacher.

2. Since there was no internal school accounting system, what other steps could the teacher have taken to safeguard the F.F.A. money and his own reputation?

3. Was the teacher making adequate use of the F.F.A. projects to teach accounting and management practices to the members?